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ABSTRACT

The mission of education for Ohio's gifted students is to prepare them to be contributing members of society by providing appropriate programs and services designed to develop and maximize their unique abilities and enhance personal growth. To assist school districts with implementation of this mission, this strategic planning report recommends five goals and corresponding strategies for goal achievement. Goals include: (1) to provide leadership through the Ohio Department of Education in the development of appropriate educational programs for all gifted students; (2) to improve the identification of all gifted students; (3) to collaborate with regular education personnel in the provision of appropriate educational programs and services for all gifted students; (4) to increase opportunities for family, school, and community involvement in the education of all gifted students; and (5) to evaluate gifted program effectiveness through gifted education student outcomes. The report also includes a glossary of terms and a time line for implementation of the strategic plan. (JDD)

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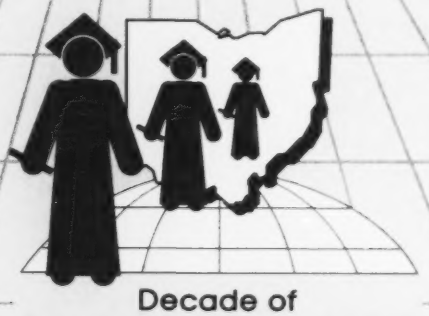
March 1991

INTERACTING FOR QUALITY LEARNING

A GIFTED EDUCATION STRATEGIC PLAN FOR THE 1990's



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1991

INTERACTING FOR QUALITY LEARNING

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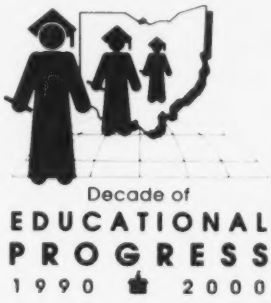

A GIFTED EDUCATION STRATEGIC PLAN FOR THE 1990's

March 1991

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Indian Hill Board of Education

6205 Drake Road, Cincinnati, Ohio 45243 (513) 561-5211

Indian Hill Exempted Village School District

March 1991

Dr. Franklin B. Walter
Superintendent of Public Instruction
Ohio Department of Education
65 South Front Street
Room 808
Columbus, OH 43266

Dear Dr. Walter:

It has been my pleasure to work with the dedicated and hard-working individuals who comprised the Task Force for Effectiveness of Programs for Gifted Children.

Task force members expressed concern during our first meeting in March 1990 regarding the documented decline in the achievement of our nation's brightest students. The need for educational reform at all levels is supported by these overall declines as well as the relatively dismal performance of our most able students in mathematics and science when compared on an international scale.

We must be responsive to gifted students' capacity to deal with complexities and abstract ideas, and their potential for achievement beyond grade placement in the development of appropriate educational programs and services designed to meet each student's individual needs.

The implementation of this gifted education strategic plan for the 1990's will undoubtedly improve opportunities for gifted students and go far in reversing the trend toward diminishing achievement.

On behalf of the task force, thank you for providing us with the opportunity to examine and, ultimately, to improve the effectiveness of programs for Ohio's gifted children.

Sincerely,

Robert E. Boston

Robert E. Boston
Chair
Task Force for Effectiveness
of Programs for Gifted Children

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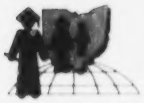


INTRODUCTION

In March 1990, Superintendent of Public Instruction Franklin B. Walter commissioned the Task Force for Effectiveness of Programs for Gifted Children. The charge to the task force, which was comprised of representatives of statewide parent and education organizations, was to make recommendations for planning the educational future of Ohio's gifted children.

Data collected through the annual identification of gifted children and needs expressed by parents and educators to provide and ensure the effectiveness of appropriate programs and services for gifted students prompted the development of the task force.

Task force members met six times between March 1990 and January 1991, hearing presentations from educational leaders as they studied issues related to the following four questions:

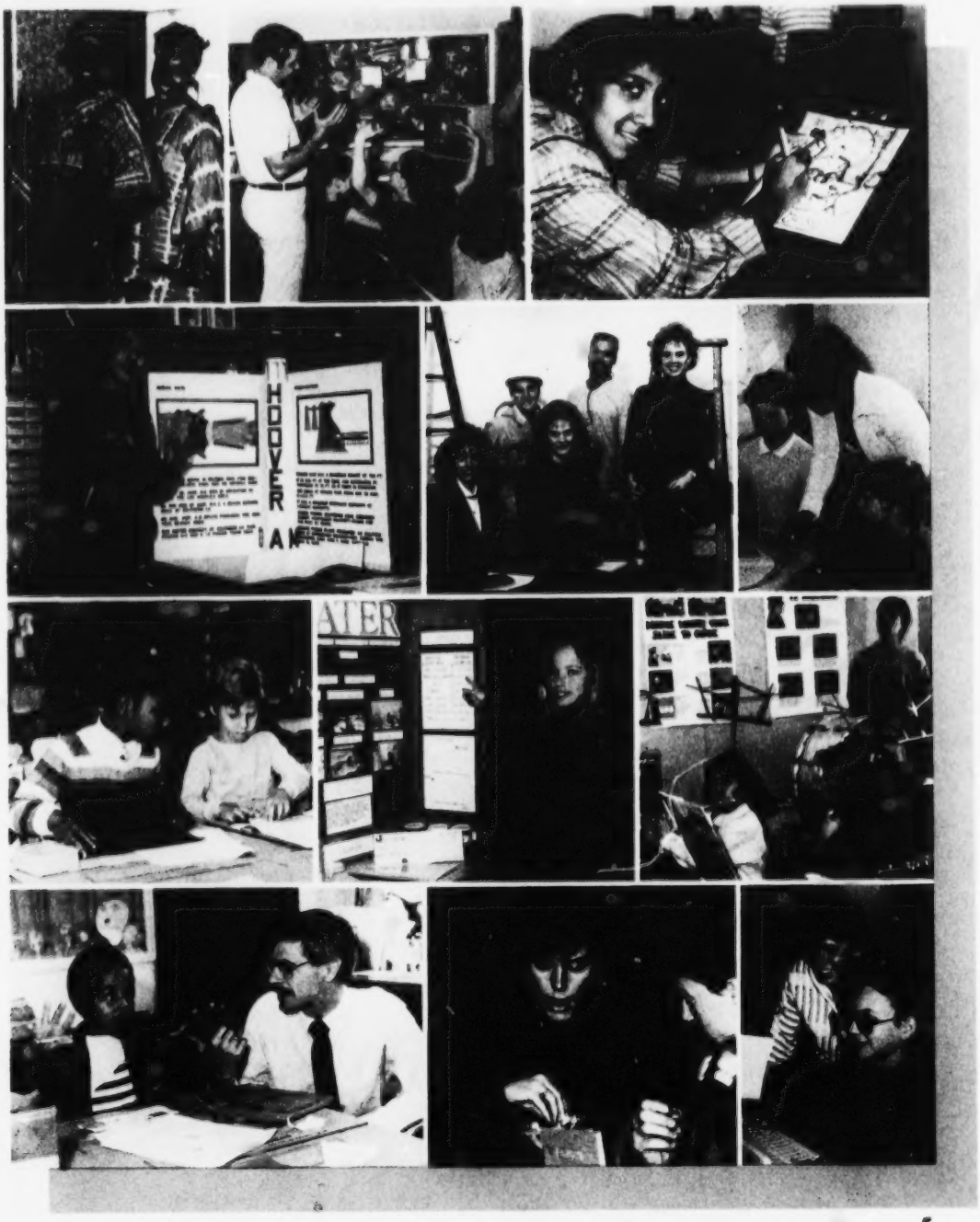
- Who should receive gifted education?
- What should be the content and expected outcomes of education for gifted students?
- Where should gifted education be delivered?
- How should the effectiveness of gifted education be measured?

The process used by the task force, beginning in March 1990 and culminating in the development of the gifted education strategic plan for the 1990's, included the following steps:

March 1990	Charge for Task Force for Effectiveness of Programs for Gifted Children established
May 1990	Belief statements generated
July 1990	National priority areas for the education of gifted children presented
October 1990	Belief statements refined and priorities for improving the quality of education for gifted children identified through modified likelihood-impact analysis
November 1990	Mission statement developed and goals identified, based on modified likelihood-impact analysis
January 1991	Strategic plan draft developed and submitted to task force for review
March 1991	Gifted education strategic plan for the 1990's published

MISSION STATEMENT

The mission of education for gifted students is to prepare each of them to be a contributing member of society by providing appropriate programs and services designed to develop and maximize their unique abilities and enhance personal growth.



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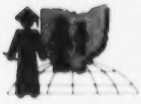


TASK FORCE FOR EFFECTIVENESS OF PROGRAMS FOR GIFTED CHILDREN

Belief Statements

We believe:

That the Ohio Department of Education should have a significant responsibility for the education of gifted children;

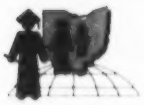
That all gifted children should receive appropriate educational and support services;

That appropriate and varied measures should be used to identify all gifted children;

That schools and communities should understand the importance of their roles in the appropriate education of gifted children;

That there should be identifiable outcomes for the education of gifted children; and

That there should be ongoing and multifaceted evaluation of programs involving gifted children.



GOAL STATEMENTS

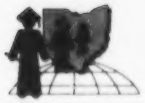
(1) To provide leadership through the Ohio Department of Education in the development of appropriate educational programs for all gifted students;

(2) To improve the identification of all gifted students;

(3) To collaborate with regular education personnel in the provision of appropriate educational programs and services for all gifted students;

(4) To increase opportunities for family, school, and community involvement in the education of all gifted students; and

(5) To evaluate gifted program effectiveness through gifted education student outcomes.



GOALS and STRATEGIES

Goal #1

To provide leadership through the Ohio Department of Education in the development of appropriate educational programs for all gifted students.

Strategies

A. Convene by May 1991 a planning commission to develop recommendations for establishing a residential school to serve gifted students in the arts, mathematics, and sciences.

B. Employ by September 1992 through the Ohio Department of Education (ODE) an additional consultant and support personnel in the area of gifted programs.

C. Review all school district programs for gifted students every five years, beginning in September 1992, following employment by ODE of the additional consultant and support personnel in the area of gifted programs.

D. Provide technical assistance in gifted program development to school districts in conjunction with program review and upon request, beginning in September 1992, following employment by ODE of the additional consultant and support personnel in the area of gifted programs.

Goal #2

To improve the identification of all gifted students.

Strategies

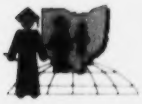
A. Issue requests for proposals (RFPs) by April 1991 to local education agencies (LEAs) and institutions of higher education (IHEs) for the development of two-year pilot programs that identify historically underserved populations of gifted students.

B. Provide technical assistance in the identification of gifted students, beginning in September 1992, following employment by ODE of the additional consultant and support personnel in the area of gifted programs (see Goal #1B).

C. Evaluate, beginning in September 1993, information about pilot programs developed in response to RFPs.

D. Disseminate, beginning in September 1994, information about model programs developed in response to RFPs.

E. Develop guidelines by September 1994 for the identification of gifted students that address (1) the use of appropriate and varied measures, including quantitative and qualitative data gathered from a variety of sources; and (2) the appropriate identification of gifted students from historically underserved populations (see Goal #2A).



GOALS and STRATEGIES

Goal #3

To collaborate with regular education personnel in the provision of appropriate educational programs and services for all gifted students.

Strategies

A. Issue RFPs by April 1991 to LEAs for the development of two-year demonstration projects that describe the district's (1) continuum of services for gifted students; (2) development of individual student goals and objectives, based on assessed student need; and (3) use of secondary and post-secondary enrollment options in gifted programs (e.g., independent study, travel for credit, mentorship, concurrent enrollment).

B. Provide technical assistance in the delivery of comprehensive services to gifted students, beginning in September 1992, following employment by ODE of the additional consultant and support personnel in the area of gifted programs (see Goal #1B).

C. Disseminate, beginning in September 1993, information about model demonstration projects developed in response to RFPs.

D. Collect and review, beginning in September 1993, plans from all LEAs outlining how all identified gifted students will be provided appropriate services when state funding is available, and the goals, objectives, and methods of evaluating such services.

E. Provide, beginning in September 1993, staff development and technical assistance in the education of gifted students to regular education personnel through the regional structure established under Goal #5C.

F. Develop guidelines by September 1994 for the delivery of comprehensive services to gifted students, including information regarding school district identification, placement, acceleration, and withdrawal criteria; flexible pacing; personnel qualifications; and strategies for evaluating students' cognitive, academic, social, and affective development.

Goal #4

To increase opportunities for family, school, and community involvement in the education of all gifted students.

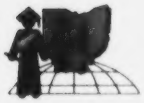
Strategies

A. Issue RFPs by April 1991 to LEAs for one-year grants to (1) develop promotional brochures for gifted programs; (2) develop informational booklets for parents of gifted children that describe programs and services; and/or (3) establish mentorship and community-based programs for gifted students.

B. Disseminate, beginning in September 1992, information about mentorship and community-based programs developed in response to RFPs.

C. Provide technical assistance in providing information, supportive services, and training to families of gifted children, beginning in September 1992, following employment by ODE of the additional consultant and support personnel in the area of gifted programs (see Goal #1B).

D. Develop guidelines by September 1994 for providing information, training, and supportive services (e.g., convening support groups, improving communication between parents and school personnel) to families of gifted children.



GOALS and STRATEGIES

Goal #5

To evaluate gifted program effectiveness through gifted education student outcomes.

Strategies

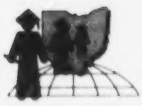
A. Establish, beginning in March 1991, a leadership institute for the education of gifted children to identify gifted student outcome measures and strategies for evaluating program effectiveness in relation to these outcome measures.

B. Issue RFPs by March 1992 to LEAs and IHEs to develop two-year pilot programs for evaluating gifted program effectiveness through the gifted education student outcome measures identified in Goal #5A.

C. Establish, beginning in September 1992 and in cooperation with the Consortium of Coordinators for Gifted (COCG), a regional structure for providing staff development and technical assistance in program development and evaluation based on the student outcome measures identified in Goal #5A.

D. Develop guidelines by September 1995 for evaluating the effectiveness of programs for gifted students through gifted education student outcome measures.

E. Assist LEAs, beginning in September 1995, in conducting self-evaluations of gifted education program effectiveness, using the student outcome measures identified in Goal #5A.



GLOSSARY of TERMS

Concurrent Enrollment

Concurrent enrollment refers to the enrollment of students in secondary and postsecondary school programs prior to graduating from high school. A discussion of concurrent enrollment options can be found in J. Cox, N. Daniel, and B. Boston, *Educating Able Learners: Programs and Promising Practices* (Austin, TX: University of Texas Press, 1985), p. 81-84.

Flexible Pacing

Flexible pacing ... is the mechanism through which information is delivered at the students' instructional levels and at a pace that is appropriate for them.[1]

Historically Underserved Populations

Historically underserved populations may include (a) gifted students from minority populations; (b) young gifted students; (c) gifted students with low socioeconomic status; and (d) gifted students with disabilities.

Mentorship

Mentorship refers to ... a procedure by which the gifted student leaves school for a period of time, perhaps two or three afternoons a week, and comes under the supervision of some specialist in the community who is an expert in the gifted student's particular area of interest.[2]

Postsecondary Enrollment

The postsecondary enrollment options program allows appropriately qualified high school students in grades eleven and twelve to earn college and high school graduation credit through successful completion of college courses (Ohio Department of Education, 1990).

Secondary Options

Secondary options refer to educational experiences or activities for high school students that may be provided in accordance with board policy to supplement the regular school program scheduled for pupils. Such options may include correspondence courses, educational travel, independent study, mentor programs, and tutorial programs (Ohio Department of Education, 1983).

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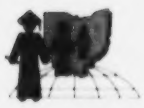
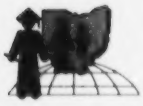
[1]B. N. Parke, *Gifted Students in Regular Classrooms* (Needham, MA: Allyn and Bacon, 1989), p. 84.

[2]J. J. Gallagher, *Teaching Gifted Children (3rd edition)* (Newton, MA: Allyn and Bacon, 1985), p. 352.



STRATEGIC PLAN TIME LINE

Start Date	Activity	Goal/Strategy
March 1991	Leadership institute established	5A
April 1991	RFPs issued to LEAs and IHEs for pilot programs in underserved gifted populations	2A
	RFPs issued to LEAs for demonstration projects	3A
	RFPs issued to LEAs for one-year grants	4A
May 1991	Planning commission convened	1A
March 1992	RFPs issued to LEAs and IHEs for pilot programs in evaluating program effectiveness	5B
September 1992	Additional consultant and support personnel employed by ODE	1B
	Five-year program review process instituted	1C
	Technical assistance provided in gifted program development	1D
	Technical assistance provided in identification of gifted students	2B
	Technical assistance provided in comprehensive service delivery	3B
	Information about mentorship and community-based programs disseminated	4B
	Technical assistance provided in working with families of gifted students	4C
	Regional structure established for providing technical assistance	5C



STRATEGIC PLAN TIME LINE

Start Date	Activity	Goal/Strategy
September 1993	Information about pilot programs in identification evaluated	2C
	Information disseminated about model demonstration projects	3C
	LEA plans for providing full services collected and reviewed	3D
	Staff development for regular education personnel provided	3E
September 1994	Information about model identification programs disseminated	2D
	Guidelines for identifying gifted students developed	2E
	Guidelines for comprehensive service delivery developed	3F
	Guidelines for working with families of gifted students developed	4D
September 1995	Guidelines for evaluating program effectiveness developed	5D
	Assistance provided to LEAs in conducting self-evaluations of program effectiveness	5E

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